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*Attorneys for defendant
Tucson Unified School District No. 1*

**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al., Plaintiffs, v. Tucson Unified School District No. 1, et al., Defendants.
Maria Mendoza, et al., Plaintiffs, v. Tucson Unified School District No. 1, et al., Defendants.

4:74-cv-0090-DCB
(Lead Case)

4:74-cv-0204 TUC DCB
(Consolidated Case)

DECLARATION OF JANNA ACEVEDO

1 I, Janna Acevedo, declare under penalty of perjury that the following statements
2 are true:

3 1. I am the Magnet Director for Defendant Tucson Unified School District No.
4 One (“TUSD”). I have personal knowledge of the facts stated herein.

5 2. I was personally involved in the development of the targeted academic
6 improvement plans (TAIPs) for Tully, Booth-Fickett, and Palo Verde magnet schools.
7 The Magnet Department was also involved in the development of all three plans.

8 3. Each school’s magnet coordinator was involved in the plan development,
9 will be intimately involved with its implementation and monitoring, and is included in
10 references to “leadership” in each plan.

11 4. The TAIPs were developed as supplements to the existing Magnet School
12 Plans (MSPs) for these three schools.

13 5. The TAIPs were developed as targeted academic plans – targeted towards
14 identifying, addressing, and improving gaps in academic performance. The plans called
15 for an assessment of the difference between goals for student outcomes and where students
16 are in the attainment of those goals. The targeted plans were not designed as
17 comprehensive school improvement plans that include components like magnet course
18 evaluations, evaluations of the efficacy of magnet theme curriculum or pedagogy, or
19 assessments of each magnet theme’s contribution to academic achievement.

20 6. Our department – including myself – reviewed each plan with each school’s
21 principal. The plans are aligned with the Magnet School Plans, specifically SIAP
22 Principle 2 (effective teachers and instruction), SIAP Indicator 2.7 (teacher, student, and
23 stakeholder collaboration), and Critical Focus Areas 1 and 2 (intervention and
24 supplemental Tier 2 services for math and ELA, and high functioning professional
25 learning communities / collaborative teacher teams).

26 7. Because the TAIPs were developed as supplements to the MSPs, and
27 because we were directed to created targeted plans, we did not repeat in the TAIPs
28 information that was not directly related to academic components of each school’s MSP

1 (e.g. theme integration, family engagement, or other components of magnet operation that
2 also impact academic achievement).

3 8. The express purpose of each of the targeted plans is to reach the criteria set
4 in the CMP for magnet continuation or, at the very least, to make substantial progress to
5 justify magnet continuation. This purpose has been reviewed multiple times with each
6 school's leadership team, central support staff, and relevant regional superintendents.

7 9. The targeted academic plan sets targeted, specific SMART (Strategic,
8 Measurable, Attainable, Results-oriented, and Timely) goals based on identified student
9 academic performance needs at each grade or course level rather than broad, general goals.
10 Broad goals, like "all schools should earn a MagnetMerit B or higher" are well-known,
11 understood, and the subject of ongoing discussions with school teams throughout the
12 school year. The SMART goals in the targeted academic improvement plans are more
13 strategic and are designed to target identified gaps in content learning at each grade or
14 course level with a measurable outcome and within a reasonable time.

15 I declare under penalty of perjury under the laws of the United States of America
16 that the foregoing is true and correct.

17 DATED this 21st day of October 2020.

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Janna Acevedo, Magnet Director

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